



Preparing for Our Future: *One County's Solution to Succession Planning & Workforce Development*

2018 PCSAO Conference
Wednesday, September 19, 2018

Objectives

- * Understand how to identify leadership development needs and track attrition data for future planning;
- * Develop the learning modules for the series that will address both general leadership principles as well as agency-specific needs;
- * Identify appropriate learning environment for participants;
- * Understand logistics for successful implementation; including dates/times, room set up, etc.; and
- * Understand the connection of preparation to the selection process.

Panel Participants



Senior Leadership

- * Julie Barnes, M.Ed., LSW

Executive Director

- * Amy Davidson, LISW-S

Deputy Executive Director, Social Services

- * Valarie A. Nash, SHRM-SCP, CLRP

Deputy Executive Director, HR & Support Services

- * Mary Serapiglia, LISW-S

Department Director, Professional Development & Training

SCCS Needs Analysis

ALWAYS START with
WHY

Retention

1. Need to retain employees by challenging them and providing them with an avenue for advancement/future opportunities.
2. Need to create strong leadership skills in front line supervisors to ensure that employees feel connected and want to stay.

Turnover

- * Child Welfare turnover rates have been estimated at 20-40%*

**Casey Family Programs: "How does turnover affect outcomes and what can be done to address retention?" 12/29/2017*

- * SCCS

2016 – 2.97%

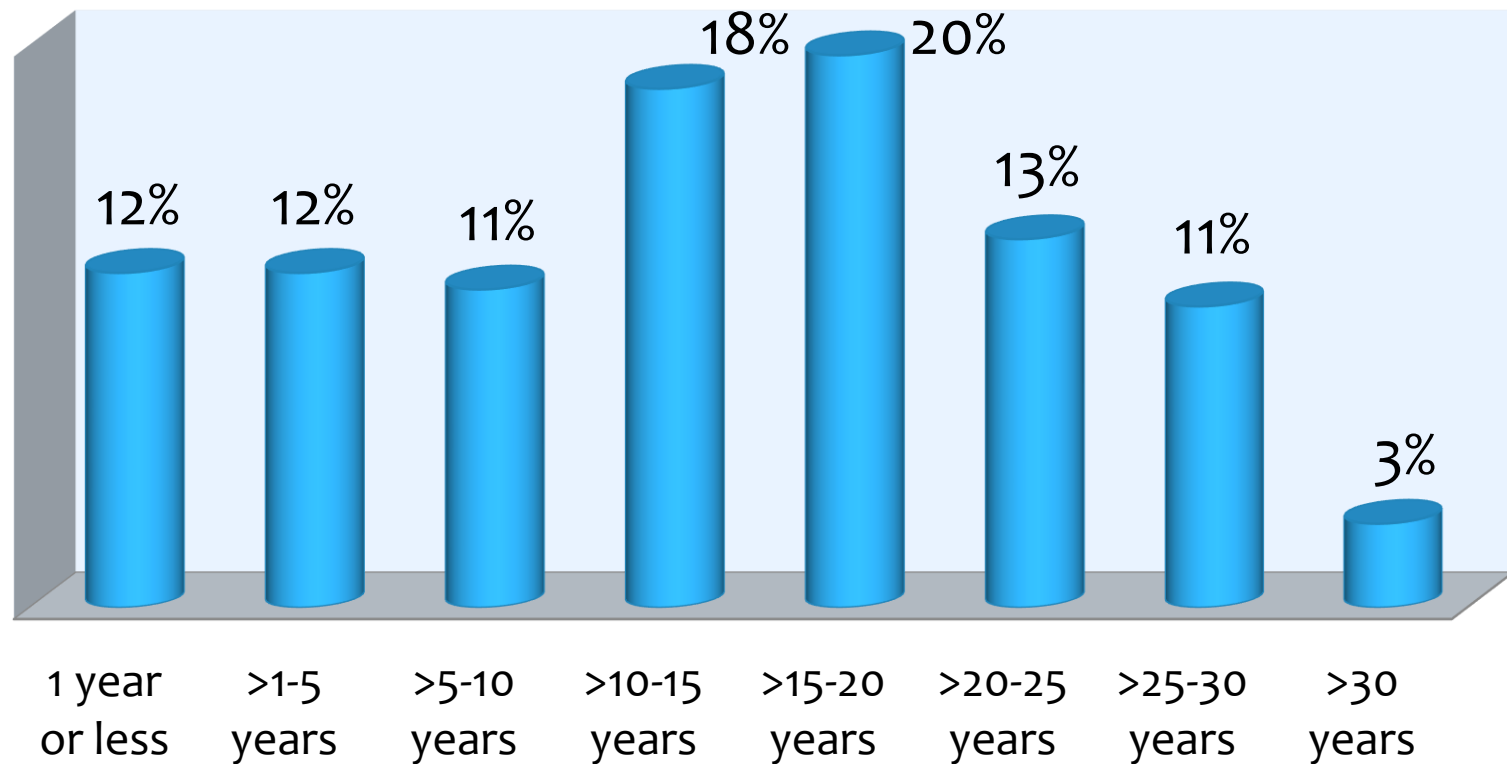
2017 – 11.94%**

***Increased hiring in 2017 which resulted in much higher turnover within first year of employment.*

Significant Turnover

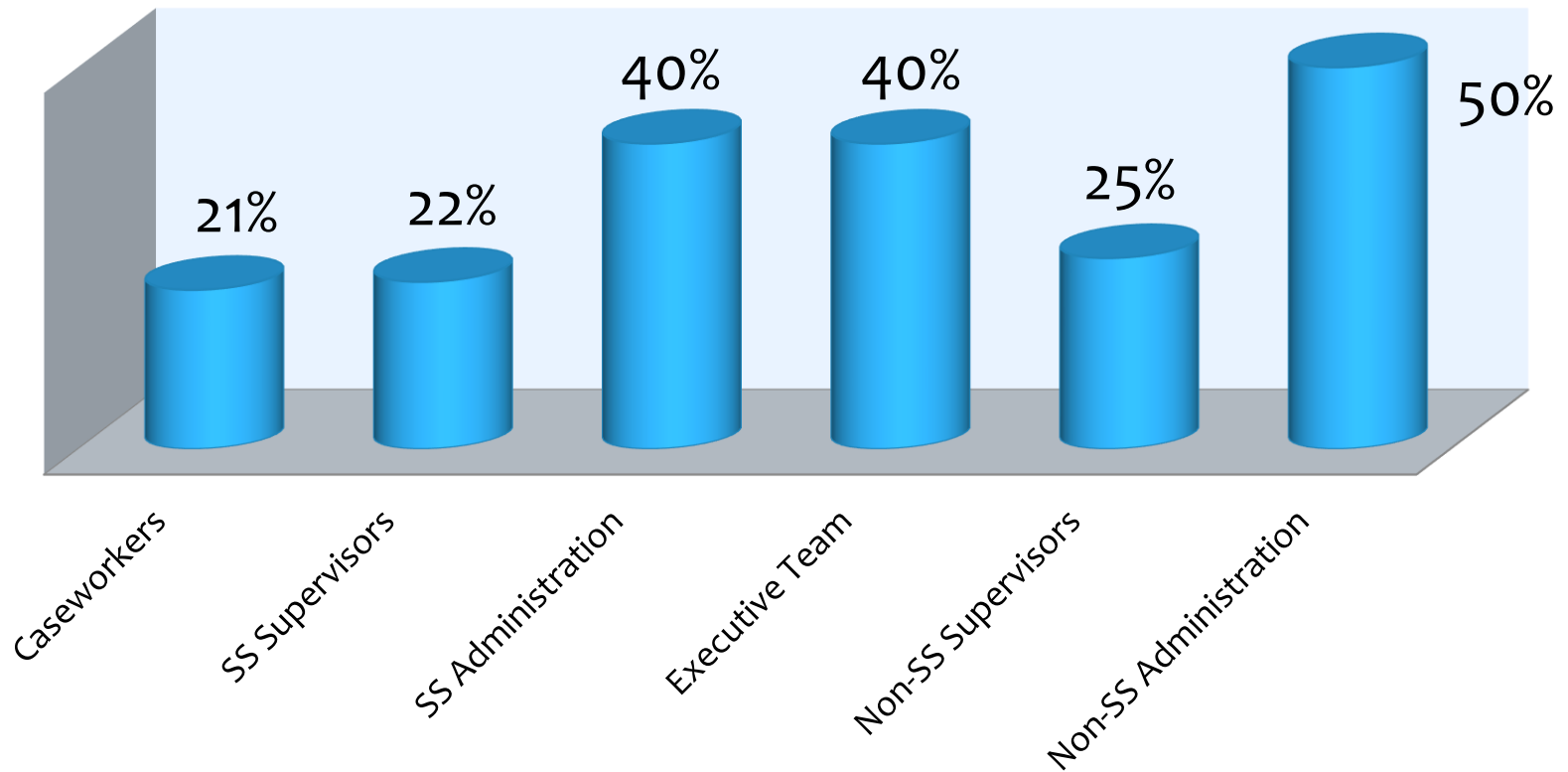
- * Department Director, Protective Services (6/2014)
- * Department Director, Professional Development & Training (6/2015)
- * Department Director, Facilities Management (4/2016)
- * Deputy Executive Director, Fiscal Services/CFO (6/2016)
- * Deputy Executive Director, Social Services (9/2016)
- * Deputy Executive Director, Community/Public Relations (1/2017)
- * Department Director, Client Rights & Quality Improvement(5/2017)

Caseworker Demographics



Succession/Future Planning

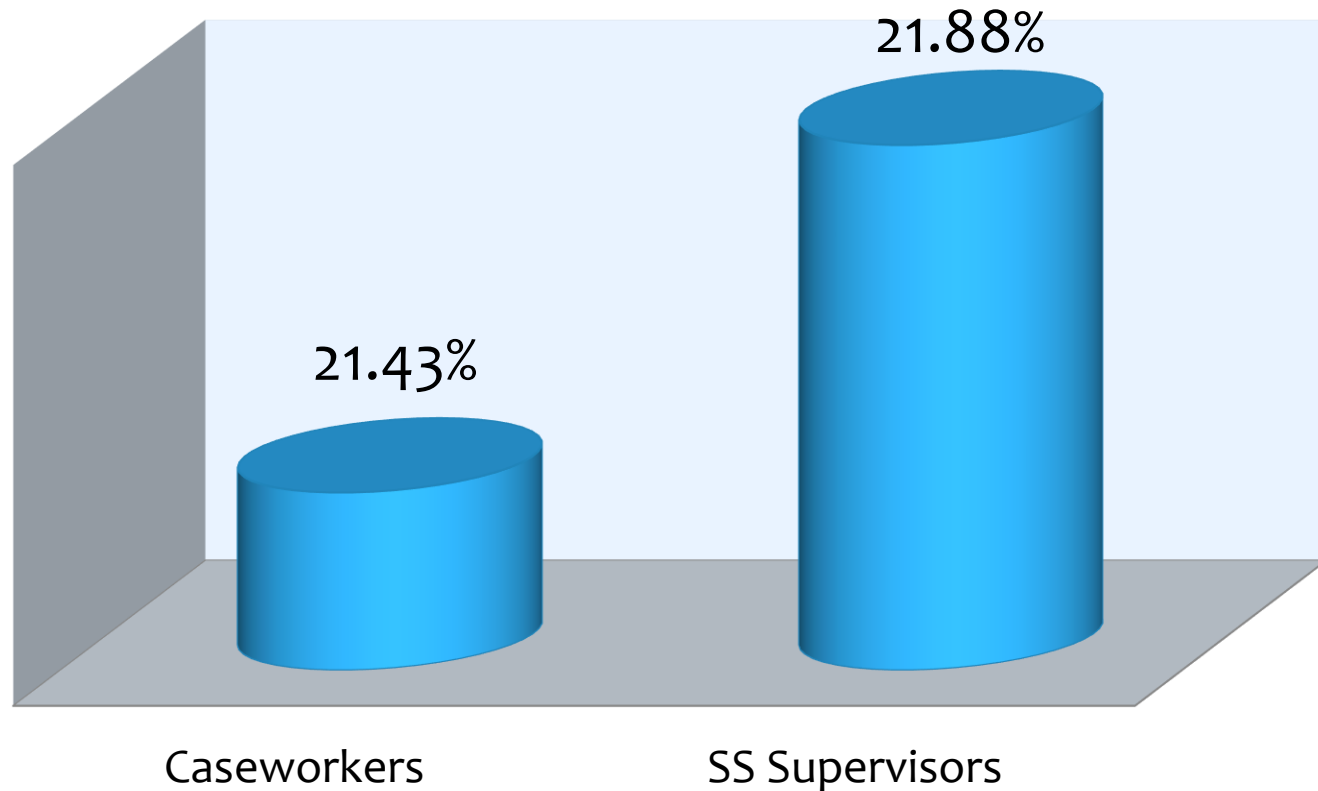
Staff Who Can Retire Within 5 Years



Data as of 1/2018

Succession/Future Planning

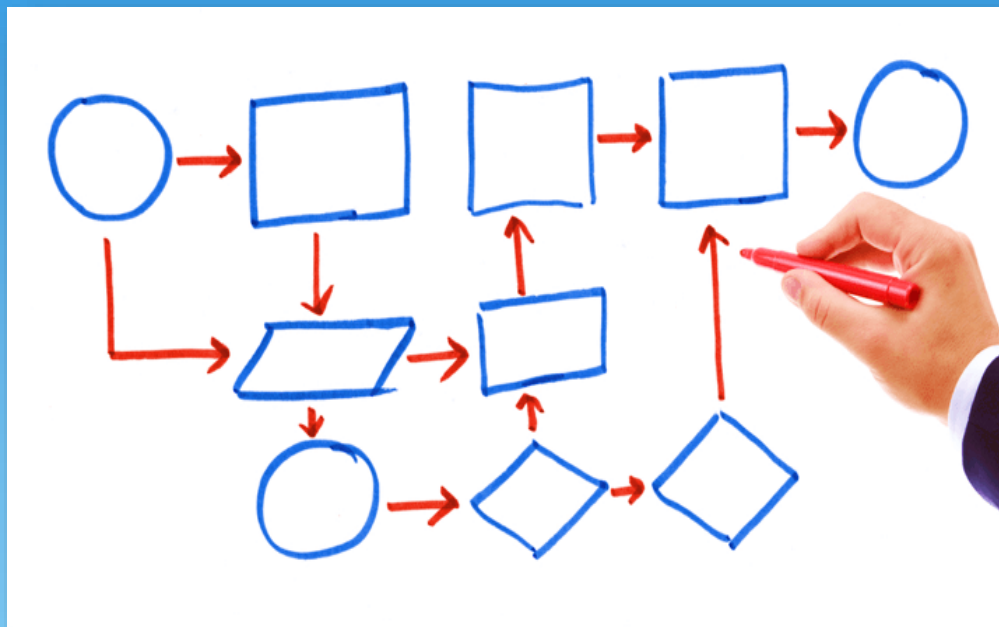
Social Services Staff Who Can Retire Within 10 Years



Candidate Preparedness

- * Many senior staff did not have updated resumes;
- * Many senior staff did not have interview skills for today's style of interviewing (behavioral based);
- * Lack of understanding regarding the expectations of the job;
- * Inability to convey a vision and passion for Child Welfare;
- * Inability to define how he/she will ensure safety of children/connect to the mission of the agency; and
- * Lack of professionalism.

Designing the Process



Purpose

- * The Summit County Children Services (SCCS) Leadership Academy is designed to equip participants with the essential insights, knowledge, and skills to directly improve leadership effectiveness within the agency. By working with key partners, and other agencies and businesses in the community we aim to enhance the skills of our staff and prepare them for future opportunities.

Supervisory Challenges

- * Communication Skills
- * Managing Staff/Shared Vision
 - * Managing Self
 - * Attitude
- * Critical Thinking

Similar Programs

- * Signature Leadership Programs (*e.g., Leadership Akron*)
- * Child & Family Leadership Exchange (*unique to Summit County*)
- * Disney's Institute Leadership Training Program
- * Leadership/Succession Programs in Other Agencies (*e.g., Franklin, Trumbull counties*)

Application Process

- * The Leadership Academy experience begins in September with a session designed to provide you with an in-depth personal leadership assessment as well as clear expectations from the SCCS Senior Management Team. From there you'll meet once per month to expand your capacity for leadership, and service to our agency and in our community.
- * *Please note that participation in this Leadership Academy does not guarantee selection for promotional opportunities at SCCS. Participation is strictly voluntary and the benefits of this program can be used regardless of current or future roles at the agency.*

Criteria for Selection

All employees must meet the following criteria:

- * Not currently enrolled in Child & Family Leadership Exchange or other such Community Leadership program(s); and
- * Not currently completing an Internship or Field Placement assignment.
- * Recommendation from immediate supervisor and Senior MGMT staff.

Criteria for Selection *(continued)*

All employees must meet the following criteria:

- * Not currently enrolled in Child & Family Leadership Exchange or other such Community Leadership program(s); and
- * Not currently completing an Internship or Field Placement assignment.
- * Recommendation from immediate supervisor and Senior MGMT staff.

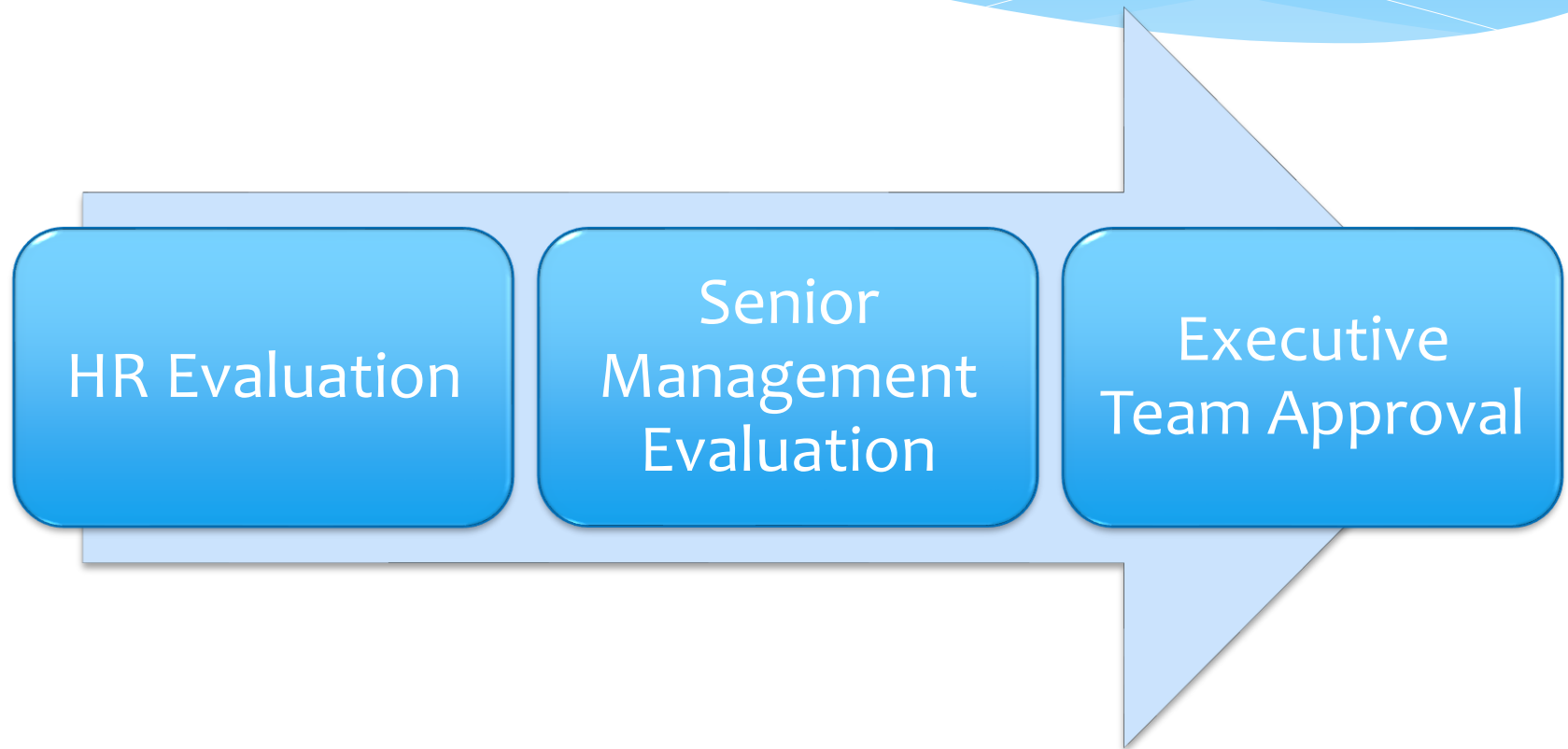
Questions on the Application

- * Data Collection
- * Closed-ended Questions (yes/no)
- * Short Response Questions
- * Full Written Response Questions

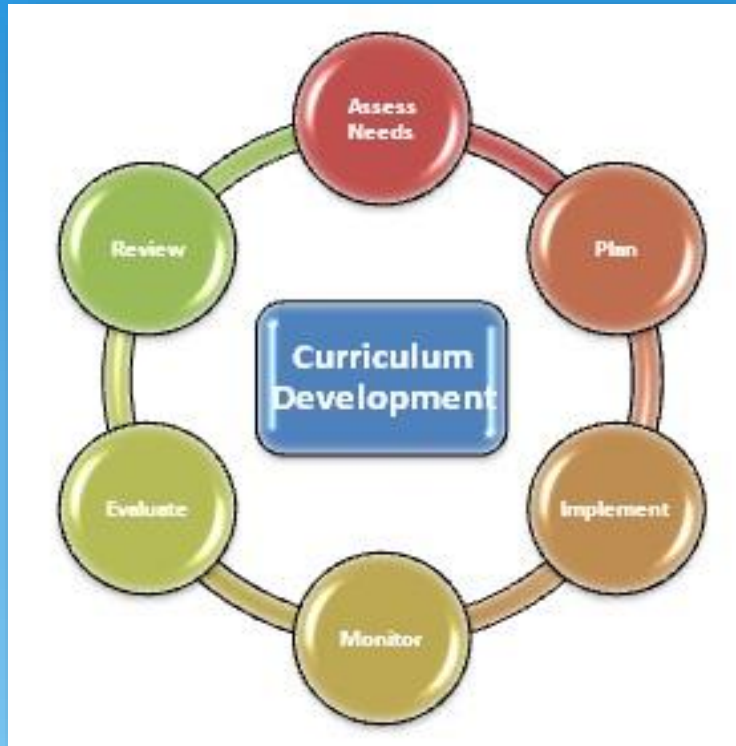
Attendance Commitment

- * To be eligible for graduation from the SCCS Leadership Academy a participant is expected to attend all scheduled sessions outlined above.
- * If an emergency (work or personal) arises which requires a participant to miss one (1) day (up to eight [8] hours) of training he/she will be excused.
- * Any absence which exceeds one (1) day will be evaluated by the Executive Team for determination of a participant's ability to continue in the program.
- * An employee who separates employment from the agency during the term of the Leadership Academy will be removed from the program.

Selection Process



Curriculum



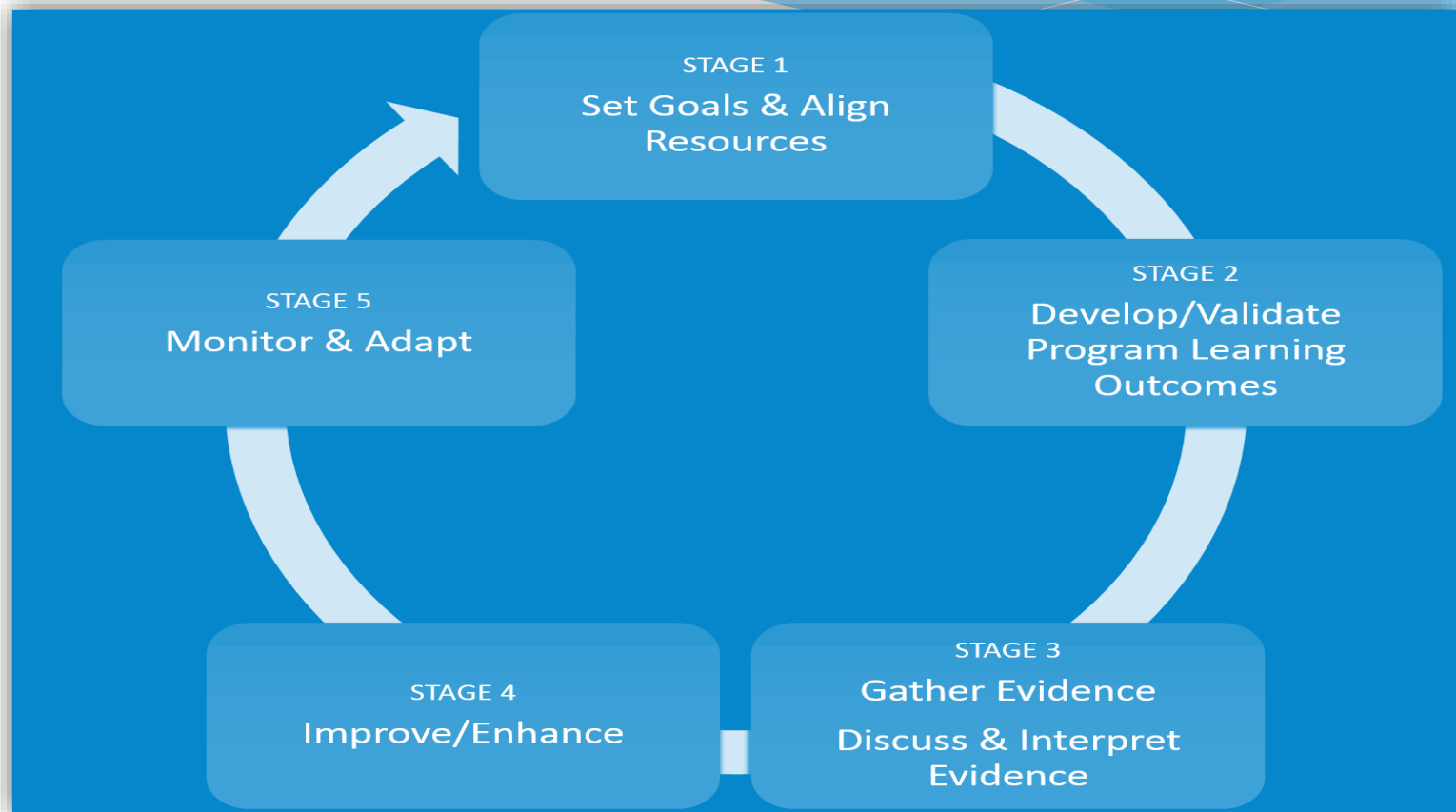
Curriculum Development

- * Classroom Curriculum
- * Shadowing Experiences
- * Writing Assignments
- * Reading Assignments
- * Interviewing Skills
- * Leadership Panel(s)
- * Capstone Project(s)

Classroom Curriculum

- * A primary goal of education should be the development and deepening of student understanding.
- * Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When applied to complex tasks, these six facets provide a conceptual lens through which teachers can better assess student understanding.

Curriculum Mapping Cycle



Design Questions

- * Key curricular design questions drawn from Understanding by Design for leadership preparation courses are the following:
 - * What is the program goal and course goal?
 - * What are the key understandings (e.g., big ideas)?
 - * What are the essential questions of the field that this course addresses?
 - * What are students expected to know and be able to do as a result of this course?
 - * What performance tasks will students do to demonstrate their knowledge and understanding?

The 5 Levels of Leadership

THE 5 LEVELS OF LEADERSHIP

Level 5: Personhood

Respect: They follow you b/c of who you are and what you represent.

Level 4: People Development

Reproduction: They follow you because of what you've done for them.

Level 3: Production

Results: People follow you because of what you've done for the organisation.

Level 2: Permission

Relationships: People follow you because they want to.

Level 1: Position

Rights: People follow you because they have to.



Shadowing Experiences

- * Senior MGMT provided opportunities for LA participants to shadow; updated calendar routinely.
- * Most opportunities were limited and some were based on a first come, first serve basis.
- * Designed to provide LA participants access to committees and functions outside their daily work duties.
- * LA participants attended community events, Executive Team meetings, Board presentations, department supervisory meetings, interviewing sessions for external candidates, etc.

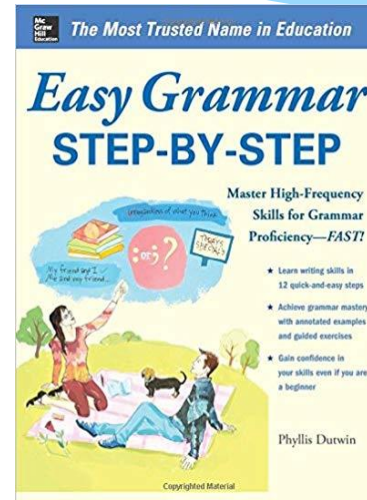
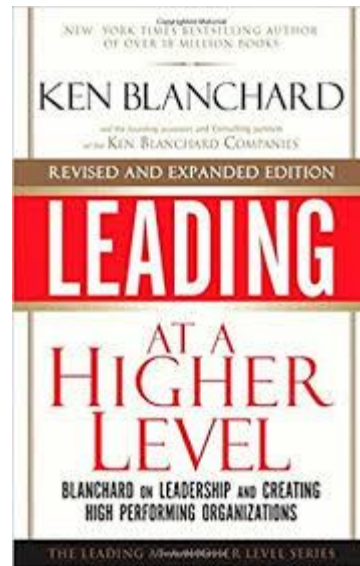
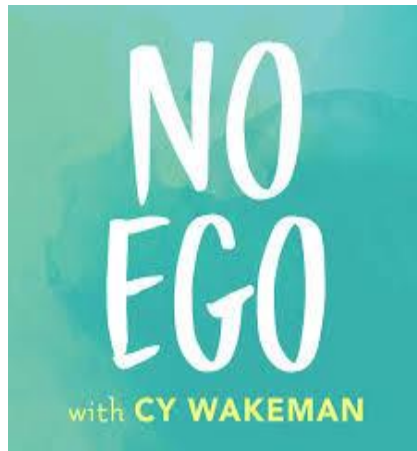
Benefits of Job Shadowing

1. Provides snapshot of a "day in the life" of an experienced professional.
2. Allows you to gain insight into the organizational culture at a higher level.
3. Provides a different perspective on your work by learning from others' experiences.
4. Allows you to reflect on your own professional practice.
5. Informs you about the daily joys/struggles of the business, as well as its limitations.
6. Helps to develop contacts/network who will serve as useful resources in career development.

Writing Assignments

- * Application process had several forms of written assignments by which Senior MGMT was able to evaluate the preparedness of LA participants in this arena.
- * It was decided to include a specific session and additional writing assignment for the class.
 - * Participants were provided very specific and direct feedback on their written work.
 - * We have seen improvements in the written submissions for supervisory positions.

Reading Assignments



Up is not
the only way



Rethinking
Career Mobility

Beverly Kaye | Lindy Williams | Lynn Cowart
CAREER SYSTEMS INTERNATIONAL

Interviewing Skills

Participants were taught with the following objectives:

- * Understand SCCS policy as well as the legal components of the interview process;
- * Understand the different styles/types of interviews;
- * Understand the expectations when you are the interviewee;
- * Learn how to prepare for the interview;
- * Practice how to interview effectively

Panel Discussion(s)

- * Leadership Panel
- * Women in Management Panel (Diversity Committee)
- * SCCS Board of Trustees Round Table Discussion
- * Interviewing Panel of Experts

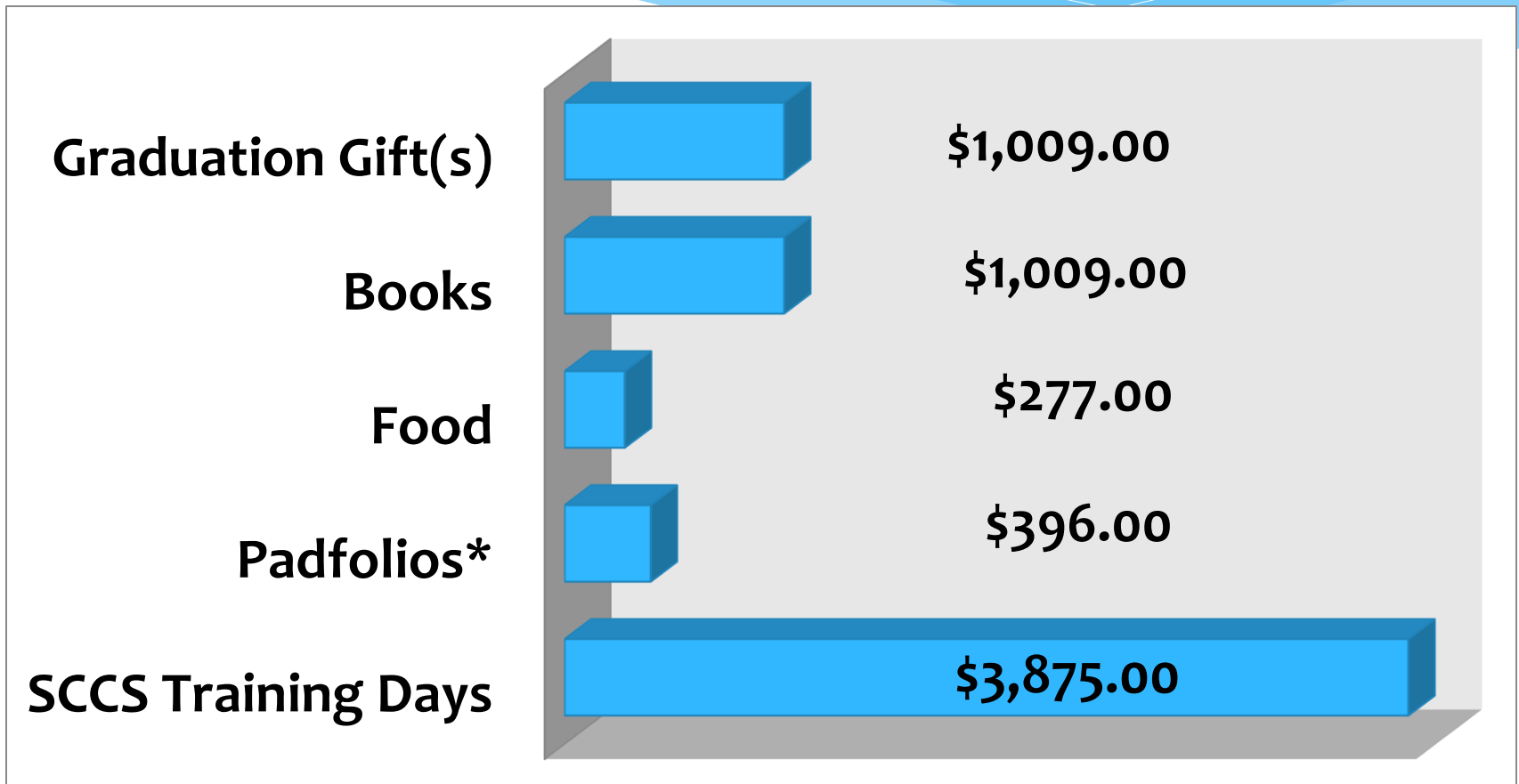
Capstone Projects

- * Returns Within Three (3) Months
- * Re-entries Within Six (6) Months
- * New Supervisor Onboarding Program
- * Work From Home Pilot Program

Return on Investment



Direct Costs to Agency



Additional Costs to Agency

- * Staff Cost = >\$46,000

Indirect Costs

- * Staff out of staffing one full work day per month;
- * Shadowing experiences - participants required to complete a minimum of 5 experiences (many exceeded this number);
- * Oversight and preparation of program sessions;
- * Individual meetings with HR; and
- * Individual meetings with chain of command.

Program Evaluation



Senior Management Assessment

- * Ongoing discussion throughout the program regarding what is working/what is not.
- * Impact on supervisory vacancies; promotion of three (3) during program year.
- * Impact on future supervisory vacancies; currently filling an additional supervisory position (3 LA participants applied).
- * Use of LA Participants for non-supervisory leadership roles within the agency (workgroups, committees, Speakers Bureau, etc.).

Surveys

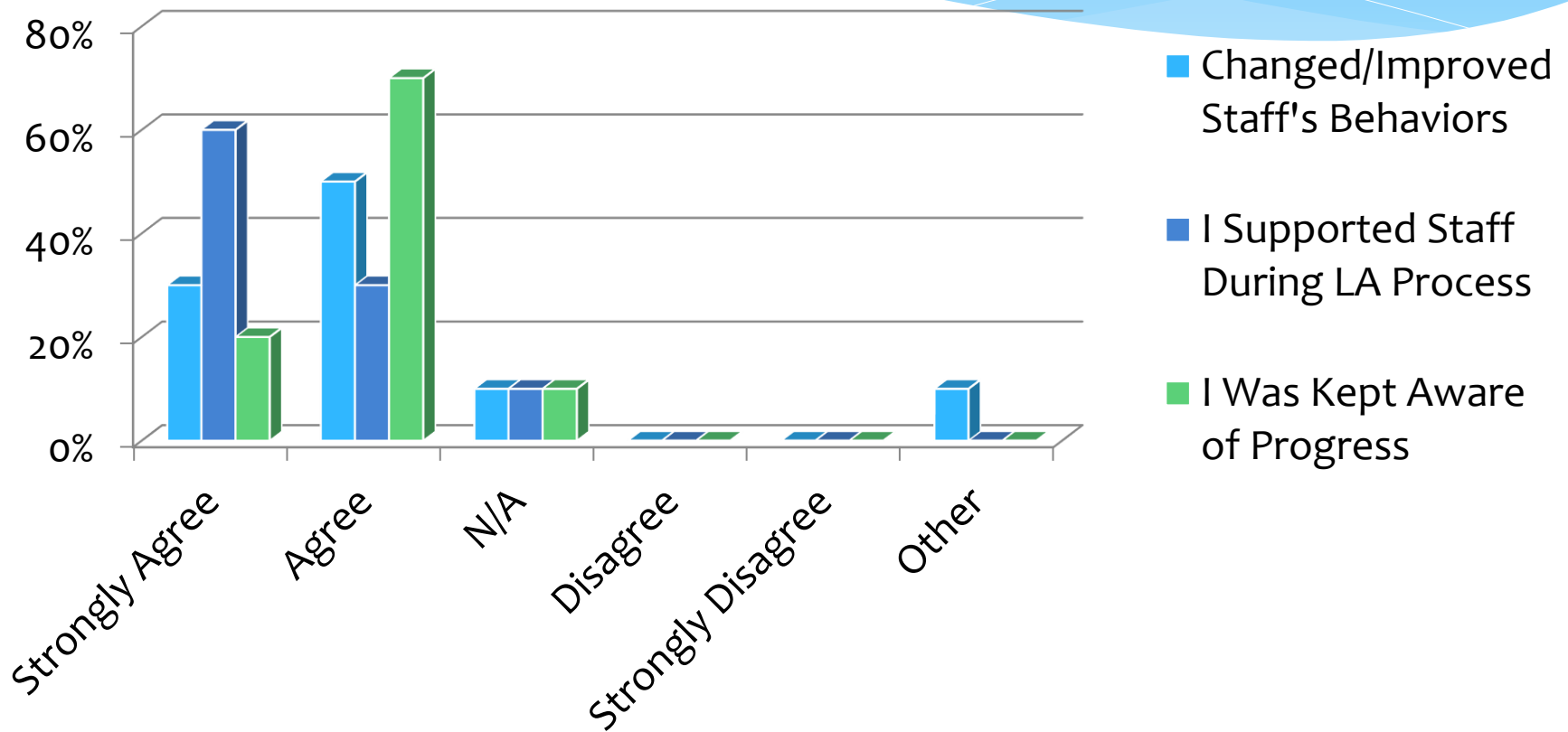
Immediate Feedback

- * OCWTP Trainers were evaluated by participants via E-Track.
- * Non-OCWTP Trainers were evaluated via Survey Monkey.

Closing Feedback

- * Participants received a survey (via Survey Monkey) to provide feedback.
- * Supervisors of the participants received a survey to provide feedback on the impact of Leadership Academy on their employee (translated skills, improved communication/critical thinking, etc.).

Supervisor Feedback



Participant Survey Feedback

* Logistics/Supplemental Activities

- * "The additional activities allowed for a holistic view of the agency's functions as well as allowed LA participants to develop better relationships among the agency."
- * "Well coordinated for an inaugural year."
- * "I thought it was very well run and well organized. I felt like we were being treated as though we were very special."
- * "I liked the second book that we read better than the 'No Ego'."
- * "I would suggest maybe make the program 9-10 months, some info slightly repetitive and with the length of the program difficult to remember all of the info shared from beginning to end."

Participant Survey Feedback

(continued)

* Primary Takeaways

- * "I was made aware of the different people types and how your type will affect the kind of leadership you need. I greatly appreciated the insights on leading staff from different generations. My favorite training sessions were the Art of Communication sessions with Les Helms and anything with Jim Still-Pepper."
- * I enjoyed the sessions that promoted us working as a team and getting to know one another in a fun way, like Joe French's training and Jim Still-Pepper's training."
- * Insight into my leadership style, qualities of a good leader, great advice from exceptional leaders."

Participant Survey Feedback

(continued)

* Surprised/Delighted You

- * "I was most delighted by having many opportunities to shadow the executive team and department directors to events and meetings that social service staff do not typically have an opportunity to attend."
- * "I" was very pleased with how energized and humbled the team was and the relationships that were built."
- * "The panel discussions were so enlightening. I really enjoyed them and had a lot of take aways from them."
- * "Interacting with coworkers that I never spoke with prior to the academy."

Participant Survey Feedback

(continued)

* What Did Not Meet your Expectations?

- * "Some of the trainings covered the same materials.?"
- * "The LA exceed my expectations. I did wish that some of the initial activities were not as focused on transitioning as a new supervisor."
- * "The training modules were at time not challenging as some of the trainers did not offer new and exciting information."
- * "Honestly, I came in with openness to whatever was offered, so my expectations were fluid and not entirely defined. There is nothing about the experience that failed to meet my expectations."

Live Participant Feedback

- * Christina Snyder, LSW

Supervisor, Social Services (Intake)

- * Lauren Brown, MSW, LSW

Child Welfare Caseworker (Intake Screening & Supports)

Next Steps

- * Continue to evaluate data and information from inaugural class in preparation of next class
 - * Timeline SCCS Leadership Academy - Class II (2019-2020)
- * Pass Agency Levy on November 6!
- * Capstone Projects (*reference Curriculum Development section*)
- * Voluntary One on One Time for each participant to discuss future goals with the Executive Team.

Lessons Learned

- * Separating Supervisor and Line Staff groups.
- * Size of class.
- * Timing/organization of curriculum sessions.
- * Repetition of topics/themes during classroom training sessions.
- * Book Club discussion format.
- * Board of Trustees Round Table discussion format.
- * Engage participants in group activities/initiatives outside of classroom work.
- * Tie in the participants' supervisors to assist with learning.

INSPIRING
PLEASANT
SUCCESSFUL
RESOURCEFUL
COLLABORATIVE
EMPOWERING
INTUITIVE
INVENTIVE
STRUCTURED
INTERESTING
INSPIRATIONAL
EXCITING
GROWTH
EDIFYING
ENERGIZING
ADVANTAGEOUS
RESPONSIBILITY
MOTIVATING
EDUCATIONAL
CHALLENGING
VALUABLE
MOTIVATIONAL
INFORMATIVE
INSIGHTFUL
TRUSTING
ENCOURAGING
REWARDING
CONFORTING
SUPPORTIVE
RELATIONSHIPBUILDING
ENLIGHTENING



Questions

